

**Approved Minutes**  
**Meeting of the Governing Body (GB) of**  
**WEST JESMOND PRIMARY SCHOOL (WJPS)**  
**Tuesday 29 January 2019**

**Present:**

Jane Edminson (Chair)  
Arlene Ainsley, Ishy Bruce, Laura Cordy, Julia De Soyza, David Griffiths,  
Ayesha Hafiz, Cathy Hogan, Rebecca McVittie (Associate member), Dominic Martin,  
Laura Robb, Paul Simpson, Gary Wallis-Clarke (Executive Headteacher) and  
Laura Ward

Governors in post - **16**; quorum - **8**; governors present – **13** (and 1 Associate member)

**The meeting was quorate**

**In attendance:**

Karen Calvert	~	Clerk, Governor Services, as Observer
Linsley de la Hunt	~	Chair of Governors, Christ Church C of E Primary School, as Observer
Hannah Evans	~	Cake Stories, as Observer
Sandra Furno	~	Headteacher, Christ Church C of E Primary School, as Observer
Claire Hepple	~	Clerk, Governor Services

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**Business**

**1. Welcome**

Governors were welcomed to the meeting by the Chair at 6.01pm. Karen Calvert, new Clerk in Governor Services, Linsley de la Hunt and Sandra Furno from Christ Church C of E Primary School and Hannah Evans from local business, Cake Stories, who attended the meeting as Observers were also welcomed. A round of introductions took place.

**2. Apologies for absence**

Apologies for absence had been received and were **accepted** from Adam Goldwater, Jodie Leeson (maternity leave) and Jill Maddison.

**3. Declaration of Interests / GB Code of Conduct**

Governors were asked to declare any pecuniary or personal interests in the meeting; none were declared. Julia De Soyza, David Griffiths and Paul Simpson completed Register of Interests forms for 2018 – 2019.

David Griffiths signed the GB Code of Conduct.

**4. GB Appointments / membership update**

**Co-opted Governor**

There was a vacancy for a Co-opted Governor; it was possible that Hannah Evans may take up this position.

### **Parent Governors**

The two vacancies for Parent Governors had been advertised and one response had been received to date. **A governor suggested that signs be placed on classroom doors to advertise the positions.**

### **Foundation Trust Governor vacancy**

There was a skills gap for a governor with legal experience and it was hoped that a suitable person could be appointed to this position.

### **5. Identification of additional items not on the agenda**

There were no additional items for this meeting.

Governors were advised that Arlene Ainsley would discuss traffic arrangements around the school with Jill Maddison and Rebecca McVittie outside the meeting.

### **6. Draft minutes of previous governing body meeting**

The draft minutes of the GB meeting held on 4 December 2018 were attached and **approved** with no confidential items declared.

### **7. Matters arising from the above minutes**

#### **GB Appointments / membership update (page 2)**

- The Chair reported that she had not been contacted by Jill Maddison who would arrange a meeting between herself and someone interested in a role as governor.  
**Action: Jill Maddison**
- Hannah Evans, local business person, attended this meeting as an Observer with a view to joining the GB.

#### **Matters arising from the above minutes (pages 2 and 3)**

- Until difficulties experienced by governors to access school governor emails were resolved, personal email addresses would continue to be used. Governors were reminded that personal email addresses must not be shared with others. The Chair would discuss this issue further with Paul Simpson, in his capacity as LA ICT Manager (Service Operations).  
**Action: Chair and Paul Simpson**
- Jill Maddison would liaise with Dominic Martin regarding safeguarding monitoring plans for the year.  
**Action: Jill Maddison**
- Parent Consultations held in week beginning 14 January had been well organised and well attended. Parent Governors, Ishy Bruce and Julia De Soyza, commented that they had enjoyed the experience. Parents had been able to book appointments after 6pm to increase availability for those unable to attend at earlier times. Dominic Martin (Head of School) advised that, in future, short breaks for staff would be built in to the evenings.
- A Special Educational Needs and Disabilities (SEND) Review would take place the following week, attended by Julia De Soyza. It was noted that the SEND

Policy had been discussed at a meeting of the Personnel Committee.

### **Policy Review (page 3)**

Clarification on the movement of staff on Upper Pay Range had been received from LA Human Resources.

### **School Improvement (page 7)**

- The Executive Headteacher informed governors that he had been invited to a meeting on 31 January 2019 at Sacred Heart Catholic High School where he would be matched with one of three schools eligible to receive support through an initiative run by the Regional Teaching Schools Council.
- **In response to a query**, the Executive Headteacher advised that 15 pupils and a parent had expressed interest in the proposed trip to Wuhan, China. A minimum of 10 pupils would make the trip viable although there was no upper limit. **A further query** established that the ideal staff pupil ratio would be 1 member of staff for every 4 or 5 pupils.

Ishy Bruce, who, along with other governors, had attended recent Primary Inspection Data Summary (PIDS) Report training congratulated the Executive Headteacher, on an excellent session.

### **Reports from committees / individual and link governors / governor visits / training / GB self-evaluation (page 9)**

Review of policies and policy renewal by school office staff was underway.

The Chair advised that she would arrange a meeting for the In Year Admissions group.

**Action: Chair**

David Griffiths would contact the PE Co-ordinator to obtain an update on objectives for PE. **Governors questioned whether pupils were fully engaged with PE.** Dominic Martin suggested that the views of a cross section of pupils be captured. The Chair and Laura Robb would discuss where best to monitor this area as it was currently on Curriculum and Personnel agendas.

**Action: David Griffiths, Chair and Laura Robb**

### **8. Policy Review**

Admissions Policy 2020 – 2021 had been emailed to governors in advance of the meeting. No responses had been received following a period of consultation on the draft Policy which had run from 5 November – 16 December 2018. The Executive Headteacher advised that the Policy included new wording 'Children who appear (to the admission authority of the school) to have been in state care outside of England and ceased to be in state care as a result of being adopted' to the admissions criteria. Governors **agreed** the school's Admission Policy 2020 – 2021 and the adoption of the LA's Coordinated Admissions Scheme 2020 – 2021 for the annual Reception and transfers round 2020 – 2021. **The Chair pointed out that the Policy mentioned a Nursery and the school did not currently have a Nursery.**

### **9. Financial Items**

### **Budget monitoring update**

Governors were informed that there was a small outturn in the budget which was expected to increase.

### **Schools Financial Value Standard (SFVS) update**

The SFVS had been emailed to governors in advance of the meeting. **Ayesha Hafiz drew governors' attention to the requirement to keep themselves up to date on the National Funding Formula (NFF).** The Chair advised that governors received updates via LA reports and training sessions and that the Executive Headteacher, as a member of the sub-group on the NFF, updated governors as necessary. The Chair thanked Ayesha Hafiz, the School Business Manager and the Executive Headteacher for their work on the SFVS. Governors **approved** the SFVS.

### **SEND funding allocation, expenditure and impact**

SEND would be covered by the next presentation.

### **Annex D**

The Chair advised that a revised format for Annex D which would be both helpful to the School Business Manager and useful for the GB awaited the approval of the Finance Committee.

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## **Achieving our Vision**

### **10. School Improvement**

#### **SEN Presentation**

Cathy Hogan, SEND Co-ordinator, presented SEND Provision 2018 – 2019 and tabled SEND Report, Spring Term 2018 – 2019.

Cathy Hogan led governors through aspects of SEND via a series of slides and welcomed questions from governors during the presentation. Cathy began by stating that she was proud of the support given to pupils by the school and drew governors' attention to the following:

#### **SEND Profile**

- There were 613 pupils on roll, 31 of whom received SEN support; this represented 5.6% of the school population compared to a national average of 13.5%. The low figure reflected the amount of support the school provided before a pupil would be added to the SEN Register. 21 pupils were currently being monitored. No pupils had Education and Health Care Plan (EHCP)s although 3 were pending. Cathy advised that the only way a school could obtain funding for pupils with SEND was through an EHCP and therefore the number of EHCP applications had greatly increased. Cathy advised that whilst there were 7 pupils categorised as SEND and eligible for Pupil Premium funding, 9 pupils categorised as SEND and English as an Additional Language (EAL) and 1 pupil categorised as SEND, Pupil Premium and EAL, pupils' needs were assessed individually and not according to categorisation.
- There were 4 areas of need:

- Social, Emotional and Mental Health
- Cognition and Learning (at least two years behind peers)
- Physical Difficulties
- Speech, Language and Communication

### **Attendance**

- There had been a 1% - 3% gap between the attendance of SEND pupils and non SEND pupils since September 2017.
- There had been no exclusions since September 2017. The school worked hard to ensure that pupils were not excluded.

### **Children with SEND participating in Extra-curricular Activities**

- Pupils with SEND were Science Ambassadors, Digital Leaders, Art Ambassadors, members of the Job Squad and Eco Representatives. Teachers looked for opportunities to engage pupils.
- 100% of SEND pupils attended the Robinwood Residential trip.
- Very few pupils participated in music activities. Cathy would work with the school's Director of Music to ensure that more pupils became involved.

**Action: Cathy Hogan and Director of Music**

### **Provision**

- Interventions which addressed the four areas (referred to earlier) were outlined. Very clear end points had been identified for each intervention. 'Pre teach' and 'Post teach' sessions were used. 'Pre teach' ensured pupils received a head start and developed an awareness of the vocabulary and concepts to be taught in the lesson which provided them with more confidence in class. 'Post teach' addressed any misconceptions after the lesson. The Executive Headteacher added that this method was one of the most effective interventions and was always delivered by teachers.
- Many small scale activities ensured that pupils accessed whole class lessons.

**A governor queried the number of licences for Lexia, an online programme which helped with the mastery of essential reading skills.** The number of licences had recently been increased from 60 to 100 and Cathy felt that this number was sufficient. She emphasised the importance of a clear end point for pupils using Lexia.

**Would pupils who may be two years behind in their learning remain in their age appropriate year group?** This was confirmed.

### **Working with outside agencies**

- The school worked with LA SEN advisors, Special Educational Needs Teaching and Support Service (SENTASS), the Educational Psychology Service, Children and Young People's Services (CYPS), the National Health Service (NHS) Speech and Language team, School Health, Early Help Team and Social Services.
- The Educational Psychology team would refund hours purchased as they did not have sufficient staff to fulfil commitments; this would therefore extend the length of time taken to assess pupils. A report from an Educational Psychologist would often be required before pupils could move to the next stage of an assessment of their needs.

**Were there other providers?** Governors were informed that there was a national shortage of Educational Psychologists.

**Another governor suggested that the Ouseburn Learning Trust employ an Educational Psychologist to be shared among schools in the Trust.** It was felt that the sharing of time among schools in the Trust may be an issue.

**Had any pupils consulted Educational Psychologists privately?** There had been no recent instances.

#### **Attainment and Progress of pupils with SEND 2017 – 2018**

- 40% of Year 6 pupils had achieved Age Related Expectations (ARE) in Reading with 20% exceeding ARE.
- 60% of Year 6 pupils had achieved ARE in Writing with 0% exceeding ARE.
- 20% of Year 6 pupils had achieved ARE in Maths with 20% exceeding ARE.
- From Key Stage 1, Year 6 pupils had made 3.84 points of progress in Reading, 3.01 points of progress in Writing and 4.69 points of progress in Maths (national average was 0 points). In Reading and Writing, their progress had outperformed non SEND pupils.

Dominic Martin advised that the new Ofsted framework would look at a broader picture of progress which would benefit SEND pupils. He commented that the whole school was responsible for the progress made by pupils.

#### **SEND Budget**

- Details of income and expenditure were provided.
- Income of £87,406 was for specific pupils.
- There was a notional SEN budget of £160,112.
- Expenditure totaled £103,299.

**Had parents asked how much money had been spent on their child?** Governors were advised that this had happened when the school had received top up funding (no longer available) for pupils. The Executive Headteacher advised that parents had been able to use top up funding to pay for provision elsewhere.

#### **Staff Training**

- Staff received training once a term as part of good practice.
- Various SEND topics were covered at staff meetings.
- Teaching Assistants had responded positively to training they received each half term.
- Cathy, Rebecca McVittie (Deputy Headteacher), the Bilingual and Provision Co-ordinator and the Well-being and Extended Services Leader had completed Thrive training in December 2018.
- A Reception Teacher had attended Makaton training in October 2018.
- Further training needs had been identified which included Thrive awareness for all staff and Tic psychoeducation.

### **Pupil and Parent Voice**

- All pupils who worked with a familiar TA shared their views each term. No discernable patterns had emerged through their responses. Questionnaires would be developed to elicit more information from Reception pupils and about specific interventions.
- 7 out of 31 annual parent voice questionnaires had been returned which showed parental appreciation of support provided by the school for their children. Cathy advised that she always attended Parent Consultation evenings.

### **Ouseburn Learning Trust**

- SENDCOs at schools in the Trust met on a half termly basis.
- A pupil voice animation project was ongoing.
- A library of interventions to be shared among schools in the Trust had been developed.
- Money from the LA Transformation Fund had led to 'Nuts and Bolts', a collaborative and sustainable approach to developing SEND expertise and 'Safe Spaces', an evaluation of Autism Spectrum Disorder (ASD) provision and events for children with autism and their families aimed at creating a support network.

**Were parents informed that their children had accessed interventions?** Cathy replied that building a good relationship with parents was essential; they should be aware of any particular issues and of the support provided by the school. She noted that it was possible that parents may not be informed if their children were being monitored.

**Did staff log the amount of time spent supporting pupils with SEND?** Cathy replied that this was difficult to quantify because every pupil received so much support from many staff. Rebecca McVittie noted that whilst every pupil's needs were looked at individually, it was possible to cluster pupils according to need as a smarter approach. Pupils received support throughout the school which evolved as staff changed and as pupils moved through the school. The impact of support given was assessed and a balanced approach taken to what the school could provide and what it could not. Cathy advised that all staff stepped in to support pupils.

**The Chair asked about participation in sporting activities;** Cathy would produce this information.

**Action: Cathy Hogan**

**In response to a query about a pupil who had received input from speech and learning,** Rebecca McVittie explained that this experience provided opportunities for staff to broaden their skills. It was noted that Makaton was used for many pupils. **A governor noted the benefit to the whole class.**

Governors thanked Cathy Hogan for her very useful presentation. Julia De Soyza, Link Governor for Vulnerable Pupils, credited Cathy as being passionate and caring about SEND.

## Visioning exercise

### The 'smell' of the school

Governors were asked to choose two areas of the school to visit in pairs, appraising each area from perspectives of visitors to the school, pupils and staff of the school. The vision of the school, written by the Executive Headteacher when he joined the school as Headteacher in 2011, was to be borne in mind when completing this exercise. Governors spent approximately 15 minutes visiting their chosen areas and upon their return to the meeting, completed the 'Character Diagram template' with messages they had gleaned. The Chair would collate responses and feedback findings at the next GB meeting.

**Action: Chair**

### Report from Margaret Armstrong, Achievement Partner

Note of Visit, Autumn term 2018, from Margaret Armstrong, had been circulated prior to the meeting. Margaret Armstrong had visited the school on 14 January 2019. The Executive Headteacher acknowledged that he had written most of the report which he equated with pre-learning and that Margaret had added comments. **A governor queried whether this amounted to adequate external validation. The Chair stated that it would be useful to know which aspects Margaret had validated and to see examples of challenge.**

**Action: Executive Headteacher**

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## For Information

### 11. Safeguarding / health and safety / risk management items

There were no items identified.

### 12. Ouseburn Learning Trust Update

The following update was provided:

- A Trust Board meeting would be held in the week that followed.
- The Executive Headteacher had completed work to collect attainment and progress data for pupils eligible for Pupil Premium funding across schools in the Trust.
- Gemma McNab had been appointed Trust Administrator and would be employed by West Jesmond Primary School with contributions for her salary from all schools in the Trust.
- Data training based upon the Primary Inspection Data Summary (PIDS) Report for governors at schools in the Trust had taken place.

### 13. Chair's Update

The Chair provided the following update on Heaton Manor School:

- It was envisaged that the School would become an academy on 1 March 2019.
- Karen Blackburn, Headteacher, was keen to continue to work with the Ouseburn Learning Trust after academisation.
- A sickness bug which had affected more than 600 pupils had necessitated disinfection of Heaton Manor School.



- The Chair had agreed to remain on a Local Advisory Group for one year following academisation.

The Chair and Executive Headteacher would attend a conference on academies on 31 January 2019. The Regional Schools Commissioner and Lord Agnew, Parliamentary Under Secretary of State for the School System, would also attend the conference.

#### 14. **Reports from committees / individual and link governors / governor visits / training / GB self-evaluation**

The following reports had been circulated prior to the meeting:

- Visit Report on meeting Tom Jones, Assistant Head for Science and Technology and Pupil Premium Project Lead, to discuss Pupil Premium by Laura Cordy, 12 November 2018
- Inclusion Committee meeting minutes, 3 December 2018

The following report had been emailed and was tabled:

- Personnel Committee meeting minutes, 16 January 2019

The following report had been emailed:

- Finance Committee meeting minutes, 24 January 2019

The Chair thanked Laura Cordy for her report which she noted to be very useful. Laura would arrange a follow up visit to the school in due course.

**Action: Laura Cordy**

#### 15. **Dates and times of future governing body and committee meetings**

GB meetings, beginning at 6pm, would be held on the following dates:

- 26 March 2019
- 21 May 2019
- 16 July 2019

Monitoring visit days would take place on:

- 12 March 2019 (focus on an aspect of the Curriculum)  
The Chair and Laura Robb would liaise to organise this.

**Action: Chair and Laura Robb**

- 6 June 2019 (focus on the progress of disadvantaged pupils)

#### 16. **Local Authority Report – spring term 2019**

Update on HR Issues had been circulated prior to the meeting.

The following points were noted:

- The second part of a two year pay deal for support staff would introduce a new national pay spine from April 2019. The impact of the new pay spine would be minimal and would generally affect only those staff on grades N5 and N6. The new pay spine would be applied automatically from April 2019 unless schools

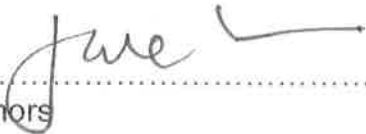
advised LA Employee Services otherwise by 15 February.

- A White Paper had been issued on the rights of European Union citizens and their families. The report contained a summary of the government's agreement on EU citizens' rights and a link to the UK's future skills-based immigration system.
- Mark Patton, a new LA Assistant Director for Education and Skills, had been appointed.
- Further dates for Safer Recruitment training were provided.

It was noted that matters in this report had been dealt with by the Personnel Committee on 16 January.

The Chair advised that Laura Robb, Vice-Chair, would act as Chair in her absence later this term. There was no further business; the Chair thanked everyone for attending and closed the meeting at 8pm.

Signed .....  
Chair of Governors



Date ..... 26/3/19